

Life Skills Training

Focus Age Group: 6th –9th Grades

Number of Lessons:

15 sessions for first year, 10 booster sessions the second year, and 5 sessions for the third year

Cost:

\$275.00

Meets the Following State Standards:

See Attached Sheet

Objectives of Curriculum:

The Life Skills Training program is designed to address a wide range of risk and protective factors by teaching general personal and social skills in combination with drug resistance skills and normative education.

Curriculum Contents:

- 1 Teacher's Manual
- 30 Student Guides
- Relaxation Audiocassette Tape
- Year One Middle School Guide Available in Spanish

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Maricopa County Tobacco Use Prevention Program

State of Arizona Content Standards

Life Skills Training (6th-9th)

Comprehensive Health Content Area

Curriculum Lesson	Standard Content Area	Standard Description & Number	Objective of Lesson/Performance Objective
1: Self-Image and Self-Improvement	Comprehensive Health	<p>Standard #1: Students comprehend concepts related to health promotion and disease prevention.</p> <p>Standard #4: Students analyze the influence of culture, media, technology and other factors on health.</p> <p>Standard #6: Students demonstrate the ability to use goal-setting and decision-making skills to enhance health.</p> <p>Standard #7: Students demonstrate the ability to advocate for personal, family and community health.</p>	<p>Describe the interrelationship of mental, emotional, social and physical health during adolescence.</p> <p>Describe how family and peers influence the health of adolescents.</p> <p>Describe ways to reduce risks related to adolescent health problems.</p> <p>Analyze how information from peers influences health. Apply a sound decision-making process that includes an examination of alternatives and consequences and determines a course of action to resolve health issues and problems individually or collaboratively.</p> <p>Describe how personal health goals are influence by information, abilities, priorities and responsibilities.</p> <p>Develop a plan that addresses personal strengths, needs and health risks, and apply strategies and skills needed to attain personal health goals.</p> <p>Identify barriers to effective communication of information about health issues.</p> <p>Demonstrate the ability to support others in making positive health choices.</p> <p>Demonstrate the ability to work cooperatively when advocating for healthy individuals, families and schools.</p>

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Comprehensive Health Content Area

Curriculum Lesson	Standard Content Area	Standard Description & Number	Objective of Lesson/Performance Objective
2: Decision Making	Comprehensive Health	<p>Standard #1: see above</p> <p>Standard #3: Students demonstrate the ability to practice health-enhancing behaviors and reduce health risks.</p> <p>Standard #4: see above</p> <p>Standard #5: Students demonstrate the ability to use interpersonal skills to enhance health.</p> <p>Standard #6: see above</p>	<p>Describe how family and peers influence the health of adolescents.</p> <p>Explain the importance of assuming responsibility for personal health behaviors.</p> <p>Distinguish between responsible and risky/harmful behaviors (e.g., responsible: exercise, sleep, nutrition; risky: the use of tobacco, alcohol and other drugs).</p> <p>Develop injury prevention and management strategies for personal and family health, including ways to avoid and reduce threatening situations.</p> <p>Analyze how messages from media and other sources influence health behaviors.</p> <p>Analyze how information from peers influences health.</p> <p>Analyze the causes of conflict among youth in schools and communities and demonstrate refusal and negotiation skills to enhance health.</p> <p>Apply a sound decision-making process that includes an examination of alternatives and consequences and determines a course of action to resolve health issues and problems individually or collaboratively.</p> <p>Predict how decisions regarding health behaviors have consequences for self and others.</p> <p>Describe how personal health goals are influenced by information, abilities, priorities and responsibilities.</p> <p>Develop a plan that addresses personal strengths, needs and health risks, and apply strategies and skills needed to attain personal health goals.</p>

Comprehensive Health Content Area

Curriculum Lesson	Standard Content Area	Standard Description & Number	Objective of Lesson/Performance Objective
3: Smoking: Myths and Realities	Comprehensive Health	Standard #1: see above Standard #3: see above Standard #4: see above Standard #6: see above Standard #7: see above	<p>Explain the relationship between positive health behaviors and health care, and the prevention of injury, illness, disease, and disability and premature death.</p> <p>Explain how health, growth and development are influenced by the interaction of body systems, genetics, environment and lifestyle.</p> <p>Describe how family and peers influence the health of adolescents.</p> <p>Analyze how environmental health and personal health are interrelated.</p> <p>Describe ways to reduce risks related to adolescent health problems.</p> <p>Describe how lifestyle and family history are related to the cause and prevention of disease and other health problems.</p> <p>Explain the importance of assuming responsibility for personal health behaviors.</p> <p>Distinguish between responsible and risky/harmful behaviors (e.g., responsible: exercise, sleep, nutrition; risky: the use of tobacco, alcohol and other drugs).</p> <p>Analyze how information from peers influences health.</p> <p>Predict how decisions regarding health behaviors have consequences for self and others.</p> <p>Present information about health issues.</p>

Comprehensive Health Content Area

Curriculum Lesson	Standard Content Area	Standard Description & Number	Objective of Lesson/Performance Objective
4: Smoking and Biofeedback	Comprehensive Health	<p>Standard #1: see above</p> <p>Standard #2: Students demonstrate the ability to access accurate health information.</p> <p>Standard #3: see above</p> <p>Standard #4: see above</p> <p>Standard #7: see above</p>	<p>Explain the relationship between positive health behaviors and health care, and the prevention of injury, illness, disease, and disability and premature death. Explain how health, growth and development are influenced by the interaction of body systems, genetics, environment and lifestyle.</p> <p>Analyze how environmental health and personal health are interrelated.</p> <p>Obtain and utilize accurate health resources from home, school and community.</p> <p>Assess one's personal and family health to determine strength and risks (e.g., heart disease, diabetes, high blood pressure) and to implement strategies to improve or maintain both.</p> <p>Distinguish between responsible and risky/harmful behaviors (e.g., responsible: exercise, sleep, nutrition; risky: the use of tobacco, alcohol and other drugs).</p> <p>Analyze the influence of technology on personal and family health.</p> <p>Analyze how information from peers influences health.</p> <p>Present information about health issues.</p>

Comprehensive Health Content Area

Curriculum Lesson	Standard Content Area	Standard Description & Number	Objective of Lesson/Performance Objective
5: Alcohol: Myths and Realities	Comprehensive Health	Standard #1: see above Standard #3: see above Standard #4: see above	<p>Explain the relationship between positive health behaviors and health care, and the prevention of injury, illness, disease, and disability and premature death.</p> <p>Describe the interrelationship of mental, emotional, social and physical health during adolescence.</p> <p>Describe how family and peers influence the health of adolescents.</p> <p>Explain the importance of assuming responsibility for personal health behaviors.</p> <p>Distinguish between responsible and risky/harmful behaviors (e.g., responsible: exercise, sleep, nutrition; risky: the use of tobacco, alcohol and other drugs).</p> <p>Analyze how information from peers influences health.</p>
6: Marijuana: Myths and Realities	Comprehensive Health	Standard #1: see above Standard #3: see above Standard #4: see above	<p>Explain the relationship between positive health behaviors and health care, and the prevention of injury, illness, disease, and disability and premature death.</p> <p>Describe the interrelationship of mental, emotional, social and physical health during adolescence.</p> <p>Explain how health, growth and development are influenced by the interaction of body systems, genetics, environment and lifestyle.</p> <p>Explain the importance of assuming responsibility for personal health behaviors.</p> <p>Distinguish between responsible and risky/harmful behaviors (e.g., responsible: exercise, sleep, nutrition; risky: the use of tobacco, alcohol and other drugs).</p> <p>Analyze how information from peers influences health.</p>

Comprehensive Health Content Area

Curriculum Lesson	Standard Content Area	Standard Description & Number	Objective of Lesson/Performance Objective
7: Advertising	Comprehensive Health	Standard #2: see above Standard #3: see above Standard #4: see above Standard #6: see above Standard #7: see above	<p>Obtain and utilize accurate health resources from home, school and community.</p> <p>Describe how media influences the selections of health information and products (e.g., exercise equipment, cosmetics).</p> <p>Explain the importance of assuming responsibility for personal health behaviors.</p> <p>Distinguish between responsible and risky/harmful behaviors (e.g., responsible: exercise, sleep, nutrition; risky: the use of tobacco, alcohol and other drugs).</p> <p>Analyze how messages from media and other sources influence health behaviors.</p> <p>Analyze the influence of technology on personal and family health.</p> <p>Analyze how information from peers influences health.</p> <p>Apply a sound decision-making process that includes an examination of alternatives and consequences and determines a course of action to resolve health issues and problems individually or collaboratively.</p> <p>Describe how personal health goals are influence by information, abilities, priorities and responsibilities.</p> <p>Analyze various media for language, subject matter and visual techniques used to influence health-related information and decision-making.</p> <p>Identify barriers to effective communication of information about health issues.</p>

Comprehensive Health Content Area

Curriculum Lesson	Standard Content Area	Standard Description & Number	Objective of Lesson/Performance Objective
8: Coping with Anxiety	Comprehensive Health	Standard #1: see above Standard #3: see above Standard #4: see above Standard #6: see above	<p>Explain the relationship between positive health behaviors and health care, and the prevention of injury, illness, disease, and disability and premature death.</p> <p>Describe the interrelationship of mental, emotional, social and physical health during adolescence.</p> <p>Describe how family and peers influence the health of adolescents.</p> <p>Analyze how environmental health and personal health are interrelated.</p> <p>Describe ways to reduce risks related to adolescent health problems.</p> <p>Describe how lifestyle and family history are related to the cause and prevention of disease and other health problems.</p> <p>Explain the importance of assuming responsibility for personal health behaviors.</p> <p>Assess one's personal and family health to determine strength and risks (e.g., heart disease, diabetes, high blood pressure) and to implement strategies to improve or maintain both.</p> <p>Demonstrate strategies to manage stress.</p> <p>Analyze how information from peers influences health.</p> <p>Apply a sound decision-making process that includes an examination of alternatives and consequences and determines a course of action to resolve health issues and problems individually or collaboratively.</p> <p>Develop a plan that addresses personal strengths, needs and health risks, and apply strategies and skills needed to attain personal health goals.</p>

Comprehensive Health Content Area

Curriculum Lesson	Standard Content Area	Standard Description & Number	Objective of Lesson/Performance Objective
9: Communication Skills	Comprehensive Health	Standard #5: see above	Demonstrate strategies to manage conflict in healthy ways.
10: Social Skills A and Social Skills B	Comprehensive Health	Standard #3: see above Standard #5: see above Standard #7: see above	Demonstrate strategies to manage stress. Demonstrate ways to communicate care, consideration and respect of self and others. Demonstrate the ability to work cooperatively when advocating for healthy individuals, families and schools.
11: Assertiveness	Comprehensive Health	Standard #1: see above Standard #3: see above Standard #4: see above Standard #5: see above Standard #6: see above Standard #7: see above	Explain the relationship between positive health behaviors and health care, and the prevention of injury, illness, disease, and disability and premature death. Describe the interrelationship of mental, emotional, social and physical health during adolescence. Describe how family and peers influence the health of adolescents. Analyze how environmental health and personal health are interrelated. Describe ways to reduce risks related to adolescent health problems. Explain the importance of assuming responsibility for personal health behaviors. Distinguish between responsible and risky/harmful behaviors (e.g., responsible: exercise, sleep, nutrition; risky: the use of tobacco, alcohol and other drugs).

Comprehensive Health Content Area

Curriculum Lesson	Standard Content Area	Standard Description & Number	Objective of Lesson/Performance Objective
11: Assertiveness <i>Continued</i>			<p>Develop injury prevention and management strategies for personal and family health, including ways to avoid and reduce threatening situations.</p> <p>Demonstrate strategies to manage stress.</p> <p>Analyze how information from peers influences health.</p> <p>Demonstrate ways to communicate care, consideration and respect of self and others.</p> <p>Analyze the causes of conflict among youth in schools and communities and demonstrate refusal and negotiation skills to enhance health.</p> <p>Demonstrate strategies to manage conflict in healthy ways.</p> <p>Apply a sound decision-making process that includes an examination of alternatives and consequences and determines a course of action to resolve health issues and problems individually or collaboratively.</p> <p>Develop a plan that addresses personal strengths, needs and health risks, and apply strategies and skills needed to attain personal health goals.</p> <p>Analyze various media for language, subject matter and visual techniques used to influence health-related information and decision-making.</p> <p>Present information about health issues.</p> <p>Identify barriers to effective communication of information about health issues.</p> <p>Demonstrate the ability to support others in making positive health choices.</p> <p>Demonstrate the ability to work cooperatively when advocating for healthy individuals, families and schools.</p>

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Science Content Area

Curriculum Lesson	Standard Content Area	Standard Description & Number	Objective of Lesson/Performance Objective
2: Decision Making	Science	Standard #3: Personal and Social Perspectives in Science and Technology. Students understand the impact of science on human activity and the environment and are proficient in the uses of technology as they relate to science.	Design a solution or product that addresses a need and considers the factors of an environmental or human problem. Apply a proposed solution to a problem. Evaluate the merit of a proposed solution.
3: Smoking: Myths and Realities	Science	Standard #3: see above	Apply a proposed solution to a problem. Evaluate the merit of a proposed solution.

Science Content Area

Curriculum Lesson	Standard Content Area	Standard Description & Number	Objective of Lesson/Performance Objective
4: Smoking and Biofeedback	Science	<p>Standard #3: see above</p> <p>Standard #4: Life Science. Students understand the characteristics of living things, the diversity of life and how organisms change over time in terms of biological adaptation and genetics. Students understand the interrelationships of matter and energy in living organisms and the interactions of living organisms with their environment.</p> <p>Standard #5: Physical Science. Students understand the nature of matter and energy including their forms, the changes they undergo and their interactions.</p>	<p>Describe how various systems work together to perform a vital function.</p> <p>Classify objects and mixtures of substances based on physical and chemical properties.</p> <p>Analyze physical and chemical properties of objects and mixtures.</p>

Science Content Area

Curriculum Lesson	Standard Content Area	Standard Description & Number	Objective of Lesson/Performance Objective
6: Marijuana: Myths and Realities	Science	Standard #3: see above Standard #4: see above Standard #5: see above	Analyze the risk factors associated with natural and biological hazards. Describe how various systems work together to perform a vital function. Identify common physical and chemical properties. Classify objects and mixtures of substances based on physical and chemical properties. Analyze physical and chemical properties of objects and mixtures.
8: Coping with Anxiety	Science	Standard #3: see above	Design a solution or product that addresses a need and considers the factors of an environmental or human problem. Apply a proposed solution to a problem. Evaluate the merit of a proposed solution.

Language Arts Content Area

Curriculum Lesson	Standard Content Area	Standard Description & Number	Objective of Lesson/Performance Objective
1: Self-Image and Self-Improvement	Language Arts	Standard #1: Reading. Students learn and effectively apply a variety of reading strategies for comprehending, interpreting and evaluation a wide range of texts including fiction, nonfiction, classic and contemporary works.	Identify the main ideas; critical and supporting details; and the author's purpose, feelings and point of view of the text.
2: Decision Making	Language Arts	Standard #1: see above Standard #3: Listening and Speaking. Students effectively listen and speak in situations that serve different purposes and involve a variety of audiences.	Determine cause-and-effect relationships. Prepare and deliver an oral report in a content area and effectively convey the message through verbal and nonverbal communications with a specific audience.
4: Smoking and Biofeedback	Language Arts	Standard #1: see above	Distinguish fact from opinion. Determine cause-and-effect relationships.
5: Alcohol: Myths and Realities	Language Arts	Standard #1: see above	Identify the main ideas; critical and supporting details; and the author's purpose, feelings and point of view of the text. Distinguish fact from opinion. Determine cause-and-effect relationships.

Language Arts Content Area

Curriculum Lesson	Standard Content Area	Standard Description & Number	Objective of Lesson/Performance Objective
6: Marijuana: Myths and Realities	Language Arts	Standard #1: see above	Identify the main ideas; critical and supporting details; and the author's purpose, feelings and point of view of the text. Determine cause-and-effect relationships.
7: Advertising	Language Arts	Standard #1: see above Standard #3: see above	Identify the main ideas; critical and supporting details; and the author's purpose, feelings and point of view of the text. Distinguish fact from opinion. Summarize the text in own words. Compare and contrast the text (e.g., characters, genre, cultural differences, fact, fiction). Identify the author's purpose and use of details to support the purpose. Describe the author's use of strategies to convince or persuade (i.e. bandwagon, peer pressure, loaded words). Identify the author's bias. Prepare and deliver an organized speech and effectively convey the message through verbal and nonverbal communications with a specific audience. Interpret and respond to questions and evaluate responses both as interviewer and interviewee.
8: Coping with Anxiety	Language Arts	Standard #1: see above	Identify the main ideas; critical and supporting details; and the author's purpose, feelings and point of view of the text.

Language Arts Content Area

Curriculum Lesson	Standard Content Area	Standard Description & Number	Objective of Lesson/Performance Objective
9: Communication Skills	Language Arts	Standard #1: see above Standard #2: Writing. Students effectively use written language for a variety of purposes and with a variety of audiences. Standard #3: see above	Identify the main ideas; critical and supporting details; and the author's purpose, feelings and point of view of the text. Write a personal experience narrative: develop a story line in a sequence that is clear; use figurative language or descriptive words and phrases. Predict, clarify, analyze and critique a speaker's information and point of view.
10: Social Skills A and Social Skills B	Language Arts	Standard #1: see above Standard #2: see above Standard #3: see above	Identify the main ideas; critical and supporting details; and the author's purpose, feelings and point of view of the text. Summarize the text in own words. Write a personal experience narrative: develop a story line in a sequence that is clear; use figurative language or descriptive words and phrases. Interpret and respond to questions and evaluate responses both as interviewer and interviewee.
11: Assertiveness	Language Arts	Standard #3: see above	Prepare and deliver an oral report in a content area and effectively convey the message through verbal and nonverbal communications with a specific audience. Predict, clarify, analyze and critique a speaker's information and point of view.

Math Content Area

Curriculum Lesson	Standard Content Area	Standard Description & Number	Objective of Lesson/Performance Objective
2: Decision Making	Math	Standard #2: Data Analysis and Probability. Students use data collection and analysis, statistics, and probability to make valid inferences, decisions and arguments and to solve a variety of real-world problems.	Make predictions from the results of a student-generated experiment (empirical probability) of two-stage events (e.g., two spinners).
3: Smoking: Myths and Realities	Math	Standard #2: see above	Formulate predictions from a given set of data and justify predictions. Compare a given prediction with the results of an investigation. Critique the conclusions and recommendations of others' statistics.
4: Smoking and Biofeedback	Math	Standard #2: see above	Interpret and analyze data from graphical representations and draw simple conclusions from histograms, stem-and-leaf plots, scatter plots, circle graphs and flow charts. Formulate predictions from a given set of data and justify predictions. Compare a given prediction with the results of an investigation.

Math Content Area

Curriculum Lesson	Standard Content Area	Standard Description & Number	Objective of Lesson/Performance Objective
5: Alcohol: Myths and Realities	Math	Standard #2: see above	Formulate predictions from a given set of data and justify predictions. Compare a given prediction with the results of an investigation. Critique the conclusions and recommendations of others' statistics.
6: Marijuana: Myths and Realities	Math	Standard #2: see above	Formulate predictions from a given set of data and justify predictions. Compare a given prediction with the results of an investigation. Critique the conclusions and recommendations of others' statistics.